Darnall Charter School

Annual Notifications - School Year 2026-2027

Dear Darnall Charter School Families,

State law requires that we provide an annual notification to students, parents, and guardians regarding their rights and responsibilities related to student education. Please take a moment to read this notification. Your review of this information serves as acknowledgment that you have been informed of your rights.

Important: Reading this notification does not grant or withhold consent for your child to participate in any specific program listed within it. Certain activities require separate consent, and you will receive advance notification.

We strongly believe that parent and guardian involvement is essential to student learning and well-being. This notification includes information on ways you can engage in your child's education.

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Questions? Contact us at (619) 582-1822

More Information: www.darnallcharter.org

Sincerely,

Anne Mathews, Ed.D., Executive Director

EQUITY AND ACCESS

California Kids Investment and Development Savings Program

The State of California has established the California Kids Investment and Development Savings Program (CalKIDS) to help students begin saving for college or career training. Eligible children born in California on or after July 1, 2022 automatically receive a "seed" deposit in a CalKIDS account. Eligible low-income public school students may receive additional funds, depending on eligibility factors such as foster youth or homelessness status.

Enrollment in CalKIDS is automatic for eligible children, families do not need to apply, and there is no cost or required contribution to receive the benefit. Families will receive a notification letter with instructions and a unique code to claim the CalKIDS account online. Once claimed, funds can be used in the future for higher education or career training expenses such as tuition, fees, books, and other qualified costs. For more information, please visit www.calkids.org or call (888) 445-237.

Charter School Notice and Enrollment Complaint

The current Charter School Notice and Form, including charter school complaint form can be found here:
https://www.darnallcharter.org/wp-content/uploads/2025/08/Charter-School-Complaint-Notice-and-Form-1.pdf

Cyber Sexual Bullying (EC 234.2)

Darnall Charter School may suspend or expel students who engage in cybersexual bullying consistent with disciplinary procedures described above. The California Department of Education has developed information regarding cybersexual bullying available at http://www.cde.ca.gov/ls/ss/se/bullyingprev.asp and available on the California Healthy Kids Resource Center Website.

See Pupil Suspension and Expulsion Board Policy #5007.

Attendance Options and Enrollment Choices

Darnall Charter School is a public charter school. Parents and guardians may review the enrollment and attendance options available under applicable California law and the school's approved charter. Darnall Charter School provides enrollment opportunities in accordance with its charter and applicable law. Parents and guardians may contact the school office for information about enrollment eligibility, application procedures, applicable admission preferences, and the process for requesting enrollment.

Parents and guardians who wish to learn about statutory attendance options, residency requirements, or other public school enrollment options may contact the San Diego Unified School District or the California Department of Education for information about applicable attendance options and procedures. Information about Darnall Charter School's enrollment procedures, application deadlines, admission preferences, and lottery procedures is available from the school office and on the school's website.

Lottery Procedures, Admission

Darnall Charter School is a public charter school open to all pupils who reside within the boundaries of San Diego county and who meet the applicable age and enrollment requirements subject to the school's charter and available enrollment capacity. Darnall Charter School shall not discriminate against any pupil on the basis of the characteristics protected by applicable federal or California law. Parents and guardians interested in enrolling their child at Darnall Charter School must complete the school's enrollment application. If assistance is needed to complete the application, parents and guardians may contact the school office.

The open enrollment period each academic year will begin December 1, and will end January 31. Parents/guardians interested in having their children attend Darnall Charter School must submit a separate application for each child. If you are unable to complete the form, please come to the school office for assistance.

If the number of new students who wish to attend Darnall exceeds available spots, admission will be determined by a lottery (public random drawing) with preference given to:

- Siblings of students admitted to or attending the Charter School
- Students who reside in the former attendance area
- Children of employees and Board trustees (not to exceed 10% of student enrollment)
- Students who reside in the District
- All other applicants permitted by law

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv). Public random drawing rules, deadlines, dates and times will be communicated to enrollment applicants and displayed on the Charter School's website. Public notice for the date and time of the public

random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and all interested parties of the rules to be followed during the public random drawing process in person, by phone, mail or email at least two weeks prior to the lottery date. All interested parties will know, prior to the holding of the lottery, how many openings are available in the Charter School for each grade served by the Charter School. The lottery will take place on the Charter School's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties. During an open enrollment period, interested parties will complete an application with the name, grade, and contact information of their students in order to participate in the lottery, if one is needed. The lottery will take place on a weekday, within 30 days of closing the open enrollment period. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director).

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. Within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

An adult citizen of good standing, not employed by the Charter School, will testify in writing, under penalty of perjury, that he or she personally witnessed the lottery pursuant to the above, and that it was random, public and fairly executed as described above. This documentation will be on file in the Charter School main office and available upon request.

All applicants who are admitted to the Charter School will receive notification in writing by U.S. mail and will receive three business days to respond to the Charter School either in writing, in person, by phone, or e-mail of their intention to accept or decline the offer for enrollment. If there is no response after three business days, at least one phone call will be made to the prospective applicant and then the vacancies will be considered declined and the application will be withdrawn and will be offered to the next student on the waiting list.

Neurodiversity Resources and Supports

Neurodiversity refers to the natural variation in how human brains function. Students may be neurodivergent due to conditions such as Autism Spectrum Disorder (ASD), ADHD, dyslexia, dyscalculia, or other cognitive, social, or sensory differences. Neurodiversity emphasizes valuing these differences and providing equitable access to learning.

Legal Framework in California

- Education Code § 56000 et seq. guarantees the right to a free, appropriate public education (FAPE) in the least restrictive environment for students with disabilities.
- Education Code § 56333 and related sections require schools to identify and provide services to students with learning differences.
- Schools must provide reasonable accommodations, supports, and instructional strategies to help neurodivergent students succeed academically, socially, and emotionally.

Supports and Services

- Individualized Education Programs (IEPs) or Section 504 Plans may be developed to address specific needs.
- Schools may provide classroom accommodations, assistive technology, behavioral supports, social-emotional learning programs, and specialized instruction.
- Early identification and intervention are encouraged for students who may need additional support.

Inclusive Practices

- Classrooms aim to create environments that respect differences in learning, communication, and social interaction.
- Teachers receive training to support diverse learning profiles and to implement evidence-based strategies.
- Peer awareness and social-emotional programs help foster understanding, empathy, and acceptance.

How Parents Can Support

- Stay informed about your child's rights under IDEA (Individuals with Disabilities Education Act) and California Ed Code.
- Collaborate with teachers, counselors, and specialists to develop and review IEPs or 504 plans.
- Encourage self-advocacy and celebrate your child's unique strengths and talents.

Resources

- California Department of Education -- Special Education: https://www.cde.ca.gov/sp/se
- CHADD (Children and Adults with Attention-Deficit/Hyperactivity Disorder): https://chadd.org

For questions about your child's learning supports or neurodiversity-related resources, contact the school's front office or school psychologist at tcastrokim@darnallcharter.org.

Nondiscrimination in Programs and Activities (5 CCR 4900 et seq.; EC 200 et seq.)

Darnall Charter School is committed to providing equal opportunity for all individuals in its programs and activities. Darnall Charter School prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, immigration status, citizenship status, race or ethnicity (including traits associated with race such as hair texture and protective hairstyles including braids, locs and twists), religion, sex, sexual orientation, parental, family, marital status, neurodiversity or perceived neurodiversity, or association with a person or a group with one or more of these actual or perceived characteristics as applies to all acts related to school activity or school attendance within a school under the jurisdiction of the Executive Director of Darnall Charter School.

All individuals shall be treated equitably in the receipt of school services. Darnall Charter School assures that lack of English language skills shall not be a barrier to admission or participation in programs. When 15 percent or more of a school's students speak a single primary language other than English, all notices, reports, statements, or records sent to parents by the school shall be translated into that other language and parents may respond in English or the primary language.

Programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. The Executive Director or designee shall ensure that the LEA provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Executive Director if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting. All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved through the Uniform Complaint Procedures.

See Uniform Complaint Procedures Board Policy #1001.

Protections Against Unlawful Discrimination in Instructional Materials and Curriculum

Darnall Charter School is committed to providing an educational environment free from unlawful discrimination. The school does not adopt or approve the use of textbooks, instructional materials, supplemental instructional materials, curriculum, or professional development materials or services that would subject students to unlawful discrimination in violation of applicable California law.

Darnall Charter School complies with California Education Code Sections 244, 262.3, 51500, 51501, 60151, and 60152, and other applicable provisions of California law addressing unlawful discrimination in educational materials and curriculum. A complaint alleging a violation of applicable law may be filed through the school's Uniform Complaint Procedures or through any other complaint process authorized by law. Information about the school's complaint procedures is available on the Darnall Charter School website and from the school office.

Professional Qualifications (20 USC 6312; 34 CFR 200.61)

Darnall Charter School participates in Title I, Part A. Parents and guardians of students attending a school receiving Title I, Part A funds have the right to request information regarding the professional qualifications of their child's classroom teachers and paraprofessionals providing services to their child.

Upon request, parents and guardians may receive information regarding:

- Whether the teacher has met applicable California qualification and licensing requirements for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which California qualification or licensing requirements have been waived.
- Whether the teacher is teaching in the field of discipline covered by the teacher's certification.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents and guardians may also request information regarding the level of achievement and academic growth of their child, if applicable and available, on each required state academic assessment. Parents and guardians shall receive timely notice if their child has been assigned to, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable California certification or licensure requirements for the grade level and subject area in which the teacher has been assigned. Parents and guardians may request this information by contacting Darnall Charter School at personnel@darnallcharter.org

Pupil Protections Relating to Immigration and Citizenship Status (EC 234.7)

Except as required by state or federal law or as required to administer a state or federally supported educational program, Darnall Charter School shall not collect information or documents regarding citizenship or immigration status of pupils or their family members. Should any request be made for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing immigration laws, The Executive Director or designee of Darnall Charter School shall report to the Board of Directors any such requests in a

timely manner that ensures the confidentiality and privacy of any potentially identifying information.

If Darnall Charter School becomes aware that a pupil's parent or guardian is not available to care for the pupil, staff shall first exhaust any parental instruction relating to the pupil's care in the emergency contact information it has for the pupil to arrange for the pupil's care. Darnall Charter School will not contact Child Protective Services to arrange for the pupil's care unless it is unable to arrange care through the use of emergency contact information provided by the parents or other information provided by the parent or guardian.

All children have a right to a free public appropriate education, regardless of immigration status or religious beliefs. Therefore, Darnall Charter School has fully adopted model policies published by the Attorney General's Office entitled "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues". These policies include, but are not limited to, refraining from collecting national origin information during the school enrollment process, accepting all forms of evidence listed in California Education Code section 48002 for the purpose of verifying student age, (alternative documents could include, but are not limited to: a religious, hospital, or physician's certificate showing date of birth; an entry in a family bible; an adoption record; an affidavit from a parent; previously verified school records), and not including citizenship status, immigration status, place of birth, or any other information indicative of national origin as directory information. Alternative documents allowable for proof of age include Please visit the State of California's Attorney General's "Know Your Rights" page for more information at https://oag.ca.gov/immigrant/ca-law

Rights of Foster Youth

(EC § 42238.07, EC § 48200, EC § 48850, EC § 48853, EC § 48853.5, EC § 48911, EC § 48915.5, EC § 48918.1, EC § 49069.3, EC § 49076, EC § 51225.1, EC § 51225.2, EC § 51225.3)

"Pupil in foster care" means a child who has been removed from their home pursuant to Section 309 of the Welfare and Institutions Code ("WIC"), is the subject of a petition filed under Section 300 or 602 of the WIC, or has been removed from their home and is the subject of a petition filed under WIC section 300 or 602. The Foster Youth liaison for Darnall Charter School is Anne Mathews, Executive Director, amathews@darnallcharter.org.

The Foster Youth Bill of Rights includes the following:

- RIGHT TO REMAIN IN YOUR SCHOOL OF ORIGIN
    - You have the right to stay in the same school after you move to a new foster care placement. Your “school of origin” can be:
    - The school you attended when you first entered foster care,
    - The school you most recently attended, or
    - Any school you attended in the last 15 months that you feel connected to.

    - Your school district must work with you, your education rights holder (ERH), your caregiver, and your social worker/probation officer to develop a plan to transport you to your school of origin.
    - If you are transitioning from elementary school to middle school or from middle school to high school, you have the right to transition to the same school as your classmates.
    - If there is any disagreement about which school you will attend, you have the right to stay in your school of origin until the disagreement is resolved.
- RIGHT TO IMMEDIATE ENROLLMENT IN SCHOOL
    - You have the right to immediately enroll in your regular home school after you move placements.
    - You cannot be forced to attend a continuation school or other alternative education program, such as independent study, even if you are behind in credits or have discipline problems at school.
    - You have a right to immediately enroll in school and begin attending classes, even if you do not have the paperwork you would normally need for enrollment (such as birth certificate, transcript, or individualized education program) or you did not check-out from your previous school.
    - Your previous school must send your education records to your new school after you enroll.
    - You have the right to participate in any activities available at your new school, such as sports teams, tutoring, or after-school clubs, even if you miss a tryout.
- RIGHT TO PARTIAL CREDITS FOR HIGH SCHOOL STUDENTS
    - If you change schools during the school year, you have a right to partial credits in all classes that you are passing when you leave your old school, even if you do not complete the entire class.
    - After you change schools, your new school must accept any partial credits issued by your old school.
    - After you change schools, you have the right to be enrolled in the same or similar classes you were enrolled in at your last school.
    - You cannot be forced to retake a class or part of a class that you have already completed with a passing grade, if it would make you off-track for high school graduation.
    - You have the right to take or retake any class that you need to go to a California State University or University of California.
    - Your grade cannot be lowered because you were absent from school for a court hearing, placement change, or a court-related activity.
- GRADUATION RIGHTS
    - If you are behind on your credits, and you transferred schools after your 2nd year of high school, you may be eligible to graduate under Assembly Bill (AB) 167/216 by completing only the state graduation requirements (130 credits in specific classes) instead of your school district's requirements.
    - Your school must inform you of your right to this option within 30 days of your school transfer, including consulting with you and your ERH about your options.

If you do not qualify when you transfer, the school must reassess whether you qualify within the first 30 days of the next school year. You can also request a reassessment at any time and the school must complete it within 30 days.
    - You have the right to stay in high school for a fifth year to complete your school district graduation requirements, or the state graduation requirements, even if you are over eighteen.
    - If you are eligible (even if you were not originally eligible, your district failed to inform you when you were eligible, or you are now attending adult school), the decision of whether to graduate under AB 167/216, to defer the decision, or to change your mind before you graduate, is made by your ERH, or you if you are over eighteen.
- SCHOOL DISCIPLINE RIGHTS
    - You cannot be suspended for more than five school days in a row or for more than 20 days in a school year.
    - You have a right to be told why you are being suspended and the right to provide your version of events and evidence before you are suspended, unless there is an emergency. If the behavior for which you are being suspended could subject you to criminal charges, you should consult with your ERH or attorney before providing an oral or written statement to the school or police.
    - Your attorney and social worker must be invited to a meeting before your suspension can be extended beyond five days and a suspension can only be extended if you are being considered for expulsion.
    - You have a right to a formal hearing, and to be represented by an attorney at that hearing, before you are expelled.
    - If you are facing school discipline, your ERH, attorney and social worker must be notified. If you are in special education and the school district is proposing a change of placement your ERH, attorney and social worker must be invited to the manifestation determination Individualized Education Program meeting to decide whether your behavior was related to your disability.
- COLLEGE RIGHTS
    - You have the right to have the application fee waived when you apply to a community college in California.
    - You have the right to receive the maximum amount of federal student aid and you may be eligible for up to $5,000 per year from the Chafee scholarship.
    - Note: College rights do not apply to 602 probation youth living at home with their parents.
- RIGHT TO YOUR SCHOOL RECORDS
    - You have the right to access your school records if you are sixteen years or older or have finished grade ten.
    - Your social worker/probation officer and ERH can access your school records as well.
    - Your caregiver can access your current school records.

As a foster youth, you also have other rights that are not related to school, such as the right to see a doctor or to have private storage space. For more information, please see the Foster Youth Bill of Rights.

For more information see Homeless Education Board Policy #5003

Rights of Homeless Youth

Darnall Charter School has appointed a liaison for homeless children responsible for ensuring the dissemination of public notice of the educational rights of students in homeless situations.

Liaison contact information: Anne Mathews, Executive Director, amathews@darnallcharter.org.

Homeless children and youth means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth:

- Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason.
- Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters.
- Are abandoned in hospitals.
- Who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Who are migratory children and unaccompanied youth who qualify as homeless for purposes of this part because the children are living in circumstances described above.

Unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian. A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above. Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the liaison.

Homeless students have the following rights, as defined by law and policy:

- Homeless students have a right to immediate enrollment in school of origin or school where they are currently residing without proof of residency, immunization records or tuberculosis skin test results, school records, or legal guardianship papers.
- Homeless students have a right to education and other services including to participate fully in all school activities and programs for which child is eligible, to qualify automatically for school meal programs, to receive transportation services, and to contact liaison to resolve disputes that arise during enrollment.

- No homeless youth shall be required to attend a separate school for homeless children or youth.
- Homeless youth shall not be stigmatized by school personnel.

For more information see Homeless Education Board Policy #5003

Rights of Homeless Youth in Afterschool Programs (EC8483.1)

Darnall Charter School currently operates an afterschool program under the After School Education and Safety Program and the Expanded Learning Opportunities Program. Darnall Charter School provides priority enrollment as follows:

1. First priority shall go to pupils who are identified by the program as homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), at the time that they apply for enrollment or at any time during the school year, and to pupils who are identified by the program as being in foster care. Additional priority enrollment shall go to pupils identified as "unduplicated" who are identified as homeless youth, in foster care, as an English language learner, and who are identified as eligible for free or reduced-price meals.

Darnall Charter School does not require pupils applying for or participating in the program to verify they are homeless or foster youth. Eligible students may receive priority through self certification or through the liaison for homeless children if Darnall Charter School maintains a waiver on file allowing for the release of this information.

Rights of Military Youth (EC 49701 and 51225.2)

A pupil who is a "child of a military family" is defined as a school-aged child or children, enrolled in kindergarten through twelfth grade, in the household of an active duty member. "Active duty" means full-time status in the active uniformed service of the United States, including a member of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. sections 1209 and 1211. Darnall Charter School shall accept coursework satisfactorily completed by a pupil who is a child of a military family while attending another public school (including schools operated by the United States Department of Defense), a juvenile court school, or a nonpublic, nonsectarian school or agency even if the pupil did not complete the entire course and issue that pupil full or partial credit for the coursework completed. A complaint of noncompliance with the requirements of this section may be filed with the local educational agency under the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations. A complainant not satisfied with the decision of a local educational agency may appeal the decision to the CDE and shall receive a written decision regarding the appeal within 60 days of the CDE's receipt of the appeal. If a local educational agency finds merit in a complaint, the local educational agency

shall provide a remedy to the affected pupil. The above protections shall also apply to pupils in foster care, pupils who are homeless, former juvenile court school pupils, migratory children, and pupils participating in a newcomer program, as defined in Education Code section 51225.2(a).

Rights of Pregnant and Parenting Pupils (E.C. sections 46015, 221.5, and 222.5)

Pregnant and parenting pupils have the right to options and accommodations. Absences to care for a sick child is an excused absence and the school is prohibited from requiring a note from a doctor for such an absence. The school may not exclude nor deny any pupil from any educational program or activity, including class or extracurricular activity, solely on the basis of the pupil's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. The school may require any pupil to obtain the certification of a physician or nurse practitioner that the pupil is physically and emotionally able to continue participation in the regular education program or activity. The school may not require pregnant or parenting pupils to participate in pregnant minor programs or alternative education programs.

Pregnant or parenting pupils who voluntarily participate in alternative education programs shall be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program. The school must treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disabling condition. Pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children.

School Accountability Report Card (EC 35256, 35258)

By February 1 of each year, all public schools in California are required to update and publish a school accountability report card (SARC) with the intent to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. The primary purpose is to provide parents with data and information to make meaningful comparisons between public schools, enabling them to make informed decisions on which school to enroll their children. The content of the SARC includes demographic data, school safety and climate for learning information, academic data, school completion rates, class sizes, teacher and staff information, curriculum and instruction descriptions, postsecondary preparation information, and fiscal and expenditure data. The most current School Accountability Report Card (SARC) for Darnall Charter School is available at https://sarconline.org/. Parents and guardians may also obtain a printed copy by contacting the school office.

Section 504 Disabled Pupils (Section 504 of the Rehabilitation Act of 1973)

Section 504 of the federal Rehabilitation Act of 1973, and the Americans with Disabilities Act (42 USC 12101, et seq.) prohibits discrimination on the basis of disability. Section 504 requires school districts to identify and evaluate children with disabilities in order to provide them with a free, appropriate public education. Individuals with a physical or mental impairment that substantially limits one or more major life activities, including seeing, hearing, walking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, speaking, are eligible to receive services and aids designed to meet their needs as adequately as the needs of non-disabled students are met.

For information relating to screening and evaluation procedures used by Darnall Charter School when there is a reason to believe a student has a disability under Section 504, contact the designated individual for implementing Section 504: Anne Mathews, amathews@darnallcharter.org. (619) 582-2822.

A student has the right to a written accommodation plan if the student qualifies for services under Section 504. A student has the right to be educated with non-disabled students to the maximum extent appropriate based on the student's needs. A copy of the parents or guardians legal procedural safeguards can be obtained by contacting Tania Kim, School Psychologist, at tcastrokim@darnallcharter.org.

Sexual Harassment Policy (EC 231.5, 231.6,48980(g), California Code of Regulations 4917)

Darnall Charter School will not tolerate sexual harassment by anyone participating in any Charter School program or activity. This includes student-to-student or peer sexual harassment as well as harassment between a student and any Charter School participant. Darnall Charter School takes all complaints of sexual harassment seriously, investigates and addresses identified sexual harassment, and if the investigation results in the determination that sexual harassment has occurred, take reasonable, immediate corrective action to stop the harassment, eliminate a hostile environment, and prevent future sexual harassment. Alleged pupil sexual harassment in violation of Charter School policy or federal or state law will be handled pursuant to Darnall Charter School policy and procedures which can be found online at www.darnallcharter.org. A pupil in grades 4 to 8, inclusive, may be suspended from school or recommended for expulsion if the Executive Director determines that the pupil has committed sexual harassment as defined below. California Education Code section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.

- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

See Title IX Board Policy #5002.

Special Education: Child Find System-IDEA (EC56301)

Federal and state law require that a free and appropriate public education (FAPE) in the least restrictive environment be offered to qualified pupils with disabilities ages 3 through 21 years, including pupils that are migrant or homeless or wards of the state and children with disabilities attending private schools.

Darnall Charter School is responsible for identifying, locating, and evaluating students who may have disabilities and may need special education and related services. This responsibility applies to students who attend Darnall Charter School, including students who are homeless, are wards of the state, or may otherwise be eligible for special education services under applicable federal and California law.

A parent or guardian who suspects that their child may have a disability and may need special education services may request an assessment in writing. Requests may be submitted to the Executive Director, the school's special education administrator, or the student's teacher. The school will respond to the request in accordance with applicable federal and California special education requirements.

For information or assistance with a special education assessment referral, contact amathews@darnallcharter.org or tcastrokim@darnallcharter.org.

Special Education Complaints (EC 56500.2, 5 CCR 380)

Parents or guardians have a right to file a written complaint with the school if they believe the school is in violation of federal or state law governing the identification or placement of special education students, or similar issues. State regulations require the party filing the complaint to forward a copy of the complaint to Darnall Charter School at the same time the party files the complaint with the California Department of Education. Procedures are available from Anne Mathews, Executive Director, who can be contacted at amathews@darnallcharter.org.

Special Education Inspection of Records (EC 56043(n))

Upon request, parents or guardians of children with exceptional needs may examine and receive copies of the student's records within five business days after a request is made and prior to any Individualized Education Program meeting, hearing or resolutions session regarding their child.

Statement of Non-Discrimination

Darnall Charter School prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, immigration status, citizenship status, race or ethnicity (including traits associated with race such as hair texture and protective hairstyles including braids, locs and twists), religion, sex, sexual orientation, parental, family, marital status, neurodiversity or perceived neurodiversity, or association with a person or a group with one or more of these actual or perceived characteristics as applies to all acts related to school activity or school attendance within a school under the jurisdiction of the Executive Director of Darnall Charter School.

Student Fees (EC 49013)

A pupil or former pupil, unless emancipated at the time the debt is incurred, shall not owe or be billed for a debt owed to Darnall Charter School. The Charter School cannot take negative action against a pupil or former pupil for a debt owed, including, but not limited to, all of the following:

- Denying full credit for any assignments for a class.
- Denying full and equal participation in classroom activity.
- Denying access to on-campus educational facilities, including, but not limited to, the library.
- Denying or withholding grades or transcripts.
- Denying or withholding a diploma.
- Limiting or barring participation in an extracurricular activity, club, or sport.
- Limiting or excluding from participation in an educational activity, field trip, or school ceremony.

Student Safe Place to Learn Act

Darnall Charter School has adopted policies pertaining to the prohibition of discrimination and harassment based on characteristics set forth in EC § 220 and Penal Code 422.55; processes for receiving and investigating complaints of discrimination and harassment; the maintenance of

documentation of complaints and their resolution; processes to ensure complainants are protected from retaliation and the identity of a complainant is kept confidential if appropriate; and processes to identify of a responsible LEA officer to ensure compliance. Darnall Charter School's anti-discrimination and anti-harassment policy is posted in the front office and is available online at www.darnallcharter.org. (See Board Policy #5001).

Title 1 (20 U.S.C. 6311)

In a school designated as Title I, parents are permitted to request information regarding the professional qualifications of the student's classroom teachers, including the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request regarding their child's teacher, parents may also request:

- Information on the level of achievement of the parent's child in each of the State academic assessments
- Timely notice that the parent's child has been assigned, or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified.

Parents may obtain this information by logging on to www.ctc.ca.gov/ and looking up the child's teacher's credentials by entering the first and last name. This information may also be obtained by contacting personnel@darnallcharter.org.

Title 1 Family Involvement

The Board of Directors recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Executive Director or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the

opportunities available to them to do so. The Charter School's Local Control Accountability Plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including efforts to seek parent/guardian input in school site decision-making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060) The Executive Director or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Darnall Charter School operates a school-wide Title 1 program. The Executive Director or designee shall involve parents/guardians and family members in establishing expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how The Charter School(s) will carry out each activity listed in 20 USC 6318, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Executive Director or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318) When the Charter School's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Executive Director or designee shall involve parents/guardians and family members of participating students in decisions regarding how the Charter School's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318) Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following:

- Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members.
- Support for programs that reach parents/guardians and family members at home, in the community, and at school.
- Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members.
- Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement.
- Any other activities and strategies deemed appropriate and consistent with this policy If the LEA also receives funds under federal Title IV, Part E. To coordinate and enhance family engagement programs, the Executive Director or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318).

The Charter School's Board policy containing parent/guardian and family engagement strategies shall be incorporated into the LCAP in accordance with 20 USC 6312. (20 USC 6318). The

Executive Director or designee shall ensure that each charter school receiving Title I funds develops a parent/guardian and family engagement policy in accordance with 20 USC 6318. Family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318).

For more information see Parent and Family Engagement Board Policy #5006.

Title IX: Sex Equity in Education (EC 234.6)

Title IX of the Education Amendments of 1972 is a federal law, alongside other state and federal anti-discrimination laws, that ensures equality in educational programs and activities that receive federal funding. Title IX protects all students, employees, applicants for admission and employment, and other participants from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to traditional notions of masculinity or femininity.

At Darnall Charter School, all students and other participants are protected under Title IX regardless of sex, gender, gender expression, gender identity, sexual orientation, disability, race, or national origin, in all aspects of our educational programs and activities. California law further ensures that students cannot face discrimination based on parental, family, or marital status, and that pregnant and parenting students cannot be excluded from any educational program, including extracurricular activities, for which they qualify.

The core purpose of Title IX is to ensure that students and other participants are not excluded, separated, denied benefits, or treated differently on the basis of sex, except where explicitly allowed by federal or state law. This protection applies to many areas, including but not limited to: recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment; treatment of pregnant and parenting students; discipline; single-sex education; and employment.

Under Title IX, students have the right to:

- Fair and equitable treatment that is free from discrimination based on sex.
- Not be required to take and/or be denied enrollment in a course based on the student's gender, gender identity, gender expression, or sexual orientation.
- Not be subjected to separate or different rules of behavior, sanctions, or other treatment, such as discriminatory discipline policies and practices, based on sex.
- Be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
- Inquire of the school's athletic director as to the athletic opportunities offered by the school.

- Apply for athletic scholarships, when available.
- Receive equitable treatment and benefits in the provision of equipment and supplies, scheduling of games and practices, transportation and daily allowances, access to tutoring, coaching, locker rooms, practice and competitive facilities, medical and training facilities and services.
- Access to a gender equity coordinator to answer questions regarding gender equity laws.
- File a confidential discrimination complaint with the United States Office of Civil Rights (OCR) or CDE if there is belief that discrimination, or unequal treatment, on the basis of sex has occurred.
- Pursue civil remedies as a result of discrimination.
- Be protected against retaliation for filing a discrimination complaint.

See Title IX Board Policy #5002.

Each county office of education, school district, and charter school or LEA ("local education agency") for the purpose of this section, shall ensure that all of the following information is readily accessible in a prominent location on the local educational agency's existing website in a manner that is easily accessible to parents or guardians and pupils:

- The LEA's policy on pupil suicide prevention in grades 7 to 12.
- The LEA's policy on pupil suicide prevention in kindergarten and grades 1 to 6, including reference to the age appropriateness of that policy.
- The definition of discrimination and harassment based on sex, and the rights derived from the Sex Equity in Education Act.
- The Title IX information and training materials included on an LEA's internet website.
- A link to the Title IX information included on the department's internet website.
- The LEA's written policy on sexual harassment, as it pertains to pupils.
- The LEA's policy, if it exists, on preventing and responding to hate violence.
- The LEA's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies.
- The LEA's anti-cyberbullying procedures.
- A section on social media bullying that includes all of the following references to possible forums for social media bullying:
    - Internet websites with free registration and ease of registration.
    - Internet websites offering peer-to-peer instant messaging.
    - Internet websites offering comment forums or sections.
    - Internet websites offering image or video posting platforms.
- link to statewide resources, including community-based organizations, compiled by the department.
- Any additional information the LEA deems important for preventing bullying and harassment.

Uniform Complaint Procedures (5 C.C.R. 4622; EC 33315)

Darnall Charter School has adopted Uniform Complaint Procedures. According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- Accommodations for pregnant and parenting pupils.
- Adult Education.
- After School Education and Safety.
- Agricultural Career Technical Education.
- Career Technical and Technical Education and Training.
- Childcare and Development Programs.
- Education and Graduation requirements, and records transfers of Pupils in Foster Care, Homeless Pupils, former Juvenile Court Pupils, and Pupils of Military Families.
- Regional Occupational Centers and Programs.
- Reasonable Accommodation to a Lactating Pupil.
- Schoolsite Council.
- School Plan for Student Achievement.
- School Safety Plans.
- Pupil Fees, which includes a purchase that a pupil is required to make to obtain materials, supplies, equipment or clothes associated with an educational activity.
- LCAP and/or Every Student Succeeds Act.
- Migrant Education.
- Physical Education Instructional Minutes.
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing State Preschools.
- Consolidated Categorical Aid Programs.
- Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) resources (Education Code sections 200 and 220).
- School or athletic team names, mascots, or nicknames(Education Code section 221.3)
- Statutes relating to juvenile court schools.
- Statutes relating to migratory students.
- Complaints that the governing body of the School has not complied with Education Code sections 47606.5 (annual update to goals and actions) or 47607.3 (pupil subgroup outcomes).
- Complaints of Discrimination, Harassment, Intimidation and/or Bullying of any protected group as identified in Education Code §§ 200 and 220 and Government Code § 11135, including actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, immigration status, citizenship status, race or ethnicity (including traits associated with race such as hair texture and protective hairstyles including braids, locs and twists), religion, sex, sexual orientation, parental, family, marital status, neurodiversity or perceived neurodiversity, or association with a person or a group with one or more of these actual or perceived characteristics as applies to all acts related to school activity or school attendance under the jurisdiction of the Executive Director of Darnall Charter School.

- Any other state or federal educational program the State Superintendent of Public Instruction or the California Department of Education or designee deems appropriate.
- Refusal of the governing body of a charter school to approve or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any other book or resource in a school library that includes a study of the role of any individual or group consistent with the requirements of Education Code section 51240.5 and 60040.

Information regarding the Uniform Complaint Procedure, including the individual responsible for processing a Uniform Complaint, can be found online at www.darnallcharter.org. See Uniform Complaint Procedures Board Policy #1001.

CURRICULUM AND INSTRUCTION

Acceptable Use of Technology/Network

All students and families are expected to agree to a Network Responsibility Contract each year. This agreement is part of annual student registration. This document provides essential information about the privileges and responsibilities of using the internet and network as part of your child's educational experience as a student of our school. The network provides access to the internet. The internet is an electronic highway connecting thousands of computers worldwide. Students may have access to, and upon enrollment, students will receive a school email account for the following purposes only:

- Electronic mail (email) for communication with people globally.
- Information, online database, and news access from a variety of sources and research institutions.
- School-provided software and public domain/shareware software of all types.
- Discussion groups on a wide variety of topics.
- Various web-based and software programs to publish content online.
- Collaborative web-based programs for project-based learning.
- Online courses, academic software, and electronic learning resources.

Darnall Charter School has taken reasonable precautions to restrict access to harmful content that does not support approved educational objectives. "Harmful matter" refers to material that, by contemporary standards, lacks serious literary, artistic, political, or scientific value for minors in an offensive way (Penal Code Section 313). Teachers will select appropriate resources for their students' classroom instruction and research based on students' needs, maturity, and abilities. Darnall Charter School is not responsible for the accuracy or quality of information found on the internet. Use of any information obtained through the internet is at the user's risk.

The primary purpose of allowing students access to the school network, school-issued devices, and the internet is to enhance teaching and learning through access to 21st-century tools, resources, and online instruction. Students using other networks (e.g., personal cellular data) must also comply with Darnall policies. Transmission of any material that violates federal or state law and/or school policy is strictly prohibited. This includes, but is not limited to:

- Cyberbullying, harassment, or use of communication technologies to harm others.
- Defamatory, abusive, obscene, profane, sexually-oriented, racially offensive, or illegal material.
- Commercial, solicitation, or political lobbying activities.
- Encouraging illegal activities or the use of controlled substances.
- Violating copyright laws.
- Unauthorized access or tampering with hardware or software, including hacking or spreading viruses (Penal Code Section 502).

- Unauthorized use of Darnall systems for cryptocurrency mining or other illicit activities.

Inappropriate use may result in the cancellation of network privileges, and students may also lose access to their school-issued device privileges for violations. Depending on the seriousness of the offense, Darnall may take further disciplinary action, including enforcement of federal and state laws. Using the Darnall Charter School network, school-issued devices, and the internet is a privilege, not a right. Inappropriate use will result in the loss of these privileges. In addition to losing access to the network or online resources, students may lose access to their school-issued devices if violations occur. Darnall reserves the right to deny, revoke, or suspend user access and device privileges.

Students must adhere to the following rules when using the network or school-issued devices:

- Be polite. Do not send abusive messages to anyone.
- Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language. Anything related to illegal activities is prohibited. Messages relating to unlawful activities must be reported. Email and web-based programs are not private and are subject to search and viewing by Darnall staff and the IT Department.
- Maintain privacy. Do not reveal personal addresses, phone numbers, websites, or images of yourself or others. Before publishing a student's picture, first name, or work on the internet, Darnall must have a parent/guardian release authorizing publication on file.
- Cyberbullying is prohibited.
- Respect copyrights. All communications and information accessible via the network are assumed to be the author's property and should not be reused without their permission.
- Do not disrupt the network. Hacking of any kind is strictly prohibited.

Cyberbullying is any electronic communication device to convey a message in any form (text, image, audio, or video) that intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner. Staff and students will not use personal communication devices or school property to cyberbully one another. Cyberbullying may include, but is not limited to:

- Spreading information or pictures to embarrass.
- Heated unequal arguments online, including making rude, insulting, or vulgar remarks.
- Isolating an individual from their peer group.
- Using someone else's screen name and pretending to be that person.
- Forwarding information or pictures meant to be private.

If you identify a security issue, report it immediately to the IT Department without sharing it with others. Any user deemed a security risk may have their access revoked. Any attempt to harm or destroy data, spread viruses, or interfere with the system or school-issued devices will result in the cancellation of privileges. The school reserves the right to monitor student use of technology within the jurisdiction of the school without advance notice or consent. Records related to student use of school technology are not private and may be accessed by the school for the purpose of ensuring proper use and safety. Students have no reasonable expectation of

privacy in use of school technology. Students' personally owned devices shall not be searched except when required by law or in cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, school policy, Administrative Regulation or applicable school rules. Inappropriate use of school technology may result in suspension or termination of the student's user privileges or increased supervision of the student's use of school technology as appropriate. Inappropriate use may also result in disciplinary action, and/or legal action in accordance with law and the school's policy on student internet and device use. See Darnall Charter School Board Policy #5014 Internet Use and Safety Policy.

Annual Dyslexia and Reading Difficulties Assessment

In accordance with California Education Code § 56333.5, all students in grades K--2 are required to be screened annually for characteristics of dyslexia. Early identification helps ensure that students who may struggle with reading receive timely support and interventions to build strong literacy skills.

Darnall Charter School uses the Amira® Reading Screening Tool for this assessment. Amira screens key early literacy skills, including phonemic awareness, letter-sound knowledge, decoding, and reading fluency. The screening is quick, non-invasive, and provides teachers with information to tailor instruction to each student's needs. Students will be screened at least once each year in Kindergarten, 1st grade, and 2nd grade.

Results from the screening will be shared with parents. If a student shows signs of dyslexia or reading difficulty, the school will provide information about appropriate interventions and resources to support your child's reading development. If you have questions about the screening or your child's results, please contact the school office.

California Healthy Kids Survey

Students will be asked to be a part of their school's California Healthy Kids Survey (CHKS) sponsored by the California Department of Education. This is a very important survey that will help promote better health and wellbeing among our youth, improve the school learning environment and combat problems such as drug abuse and violence. A student does not have to take the survey. If a student does not want to complete the survey, their parent/guardian must notify the school. Students who choose to participate do not have to answer any questions they do not want to answer, and may stop taking the survey at any time. No names are recorded or attached to the survey forms or data. The results will be made available for analysis only under strict confidentiality controls. It will take about 50 minutes to complete and will be administered in one of the student's classes. Students and families will receive a letter with the testing date and details from the school.

California Healthy Youth Act and Comprehensive Sexual Health (EC 51934, 51938)

Darnall Charter School provides comprehensive sexual health education and HIV prevention education in accordance with the California Healthy Youth Act and applicable California law. The instruction may include information regarding sexual harassment, sexual abuse, human trafficking, healthy relationships, and the prevention of sexually transmitted infections and HIV.

Parents and guardians will receive a separate written notice at least 14 days before the instruction is delivered. The separate notice will identify the date of instruction, whether the instruction will be provided by school personnel or outside consultants, and the name and affiliation of each guest speaker or outside organization.

The written and audiovisual educational materials used in the instruction will be available for inspection upon request. Parents and guardians have the right to excuse their child from comprehensive sexual health education and HIV prevention education by submitting a written request to the Executive Director or designee before the instruction.

Parents and guardians may request a copy of the California Healthy Youth Act by contacting the school office. More information can be found online at www.darnallcharter.org.

Course of Study (EC 51040)

Darnall Charter School's Course of Study serves as an important single source of information about the educational program, course descriptions and approved instructional materials. It also provides information on state and district requirements, student assessment and more. The Course of Study is available for review in the school office and on the website at www.darnallcharter.org. All courses at Darnall Charter School are open to all students regardless of actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, immigration status, citizenship status, race or ethnicity (including traits associated with race such as hair texture and protective hairstyles including braids, locs and twists), religion, sex, sexual orientation, parental, family, marital status, neurodiversity or perceived neurodiversity, or association with a person or a group with one or more of these actual or perceived characteristics.

Education of English Learners (E.C. section 310(b)(2), 313.1, 313.2 and 440)

Darnall Charter School is committed to the success of English Learners. The EL Master Plan, which describes programs and support for English Learners can be found at

www.darnallcharter.org. If your child is an English learner, your child may be offered English language development instruction targeted to their English proficiency level and designed to ensure English acquisition as rapidly and effectively as possible. Such programs are designed to be aligned with the state content standards and curriculum framework. They are based on sound instructional theory, use standard-aligned instructional materials, and will assist students in accessing the full educational program. Parents and guardians of English Learners will receive information regarding the language acquisition programs available at Darnall Charter School, including a description of the program, the instructional model, and the process for requesting a language acquisition program. Parents will also be notified when their child is assessed for English language proficiency within 30 days after the start of the school year. The notice will include:

- Whether the child is a long-term English learner or English learner at risk of becoming a long-term English learner, as those terms are defined in Section 313.1.
- The manner in which the program for English language development instruction will meet the educational strengths and needs of long-term English learners or English learners at risk of becoming long-term English learners.
- The manner in which the program for English language development instruction will help long-term English learners or English learners at risk of becoming long-term English learners develop English proficiency and meet age appropriate academic standards.

Parents and guardians may request information about the language acquisition programs available at Darnall Charter School and may request the establishment of a language acquisition program not currently offered by the school. Requests may be made by contacting the Executive Director or the school's English Learner coordinator.

A teacher who is assigned to provide either English language development, specially designed academic instruction in English, and/or primary language instruction to English learners, must hold an appropriate authorization from the California Teaching Commission.

Electronic Listening and Recording Devices (EC 51512)

The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the school's administration given to promote an educational purpose is prohibited. It disrupts and impairs the teaching process and discipline schools. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor. Any pupil violating this section shall be subject to appropriate disciplinary action.

Harmful or Destructive Use of Animals & Right to Refrain from Harmful Use of Animals (EC 32255-32255.6)

Pupils may choose to refrain from participating in educational projects involving the harmful or destructive use of animals based on moral objections and may complete an alternative educational project acceptable to the teacher. In order to refrain from participation, a parent or guardian must submit a written note of the objections to participating in an educational project involving the harmful or destructive use of animals to the teacher of the course.

Internet Safety (47 CFR 54.520; 20 USC 7131, 47 USC 254)

Darnall Charter School shall ensure that all school computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. To reinforce these measures, rules and procedures are designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities.

Parents should be aware of what their children are writing on the Internet and what others are posting in reply. These websites are public domain, and anything posted there can be seen by anyone who has Internet access. Although most of what is written is not immoral, offensive, or illegal, some of it is. Parents may choose to investigate a site by personally logging onto the site. The services are free, and users may register and join the site by using an email address. Once registered, parents can search by name and email address to see if their child is registered. Search results may be narrowed by entering the name of the city. Parents will then be able to view the kinds of personal information, messages, diaries, and photographs that students post on the site.

Parents should be aware that most social media platforms are required to disclose all cyberbullying reporting procedures in the social media platform's terms of service. They must also have a mechanism within its internet-based service to allow an individual, whether or not that individual has a profile on the internet-based service, to report cyberbullying or any content that violates the existing terms of service. Parents are encouraged to discuss with their children the potential danger of the Internet and establish rules and guidelines to ensure their safety while on the Internet. See Darnall Charter School Board Policy #5014 Internet Use and Safety Policy.

Statewide Testing (EC 52052, 60640, 60615)

The California Assessment of Student Performance and Progress ("CAASPP") System was established on June 1, 2014. Commencing with the 2014-2015 school year, the CAASPP System includes Smarter Balanced Summative assessments in English Language Arts and Math in grades three through eight, and eleven and California Alternate Assessments ("CAA") in English Language Arts and Math for students with significant cognitive disabilities. The California Science Test ("CAST") is required for all students in grades five, eight, and once in grades 9-12 unless the student's IEP indicates administration of the CAA.

The Smarter Balanced Summative Assessments and the CAST are online tests that measure what your student knows and is able to do. The tests include many different types of questions that allow students to interact with the test questions. Results help identify gaps in knowledge or skills early on so students can get the support needed to be successful in school. To learn more about the Smarter Balanced Summative Assessments or the CAST, go to the California Department of Education Parent Guides to Understanding Web page at https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp.

Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. As a charter school, the results of the CAASPP exams are used in multiple ways to prove the effectiveness of our program, in addition to giving us information about individual student performance. We appreciate your partnership in ensuring your child is prepared and ready for these important tests. CAASPP & ELPAC student score reports are available once the scores have been released by the state of California. Hard copies are available upon request in the main office.

STUDENT RECORDS

Directory Information

Darnall Charter School identifies the following information as directory information: pupil's name, address, telephone number, date of birth, email address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the pupil. Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where Darnall receives consent as required under state law).

Parents and guardians, or eligible students, have the right to refuse to permit the release of any or all designated directory information by submitting a written request to Darnall Charter School. The written request must identify the directory information that the parent, guardian, or eligible student does not wish to have released. Directory information will not be released for purposes prohibited by applicable federal or California law.

U.S. Department of Education Family Educational Rights and Privacy (FERPA)

Pupil Records: Notification of Rights - 20 USC 1232g, EC 49063, 49068, 49069.7, 49069.7, 49073

Parents, pupils 18 and over, pupils 14 and over that are both homeless and an unaccompanied youth, and individuals who have completed and signed a Caregiver's Authorization Affidavit, have rights concerning pupil records under Education Code section 49063. These rights include:

- The right to inspect and review the student's education records within five (5) business days of the day the school receives a request for access. Parents or eligible students should submit to the school administrator a written request that identifies the record(s) they wish to inspect. The administrator will forward requests to the Custodian of Records. The Custodian of Records will make arrangements for access and notify the parent or eligible student.
- The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write to the school administrator, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing

regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request from officials of another school district or public charter school in which a student seeks or intends to enroll, Darnall Charter School shall disclose education records without parental consent. When a student moves to a new district or public charter school, Darnall Charter School will forward the student's records upon the request of the new school district within 10 school days. Further, parents, or an eligible student, are hereby informed of the following rights pertaining to student records:

- The types of records and the information contained therein which are directly related to the student and maintained by the institution.
- The position of the official responsible for the maintenance of each type of record.
- The location of the log or record required to be maintained pursuant to Section 49064.
- The criteria to be used by the school district in defining "school officials and employees" and in determining "legitimate educational interest" as used in EC 49064 and EC 49076(a)(1).
- The policies of the institution for reviewing and expunging those records.
- The procedures for challenging the content of pupil records.
- The cost, if any, that will be charged to the parent for reproducing copies of records.
- Their right to review individual records by making a written request for the same.
- The school district must respond to a pupil record request by providing access no later than five business days following the date of request.
- Availability of qualified personnel to interpret records, if requested.
- Procedures for challenging content of pupil records. In addition, parents or eligible students may receive a copy of any information in the records at reasonable cost per page.
- Policies and procedures relating to: location of records, if not centrally located; position of official responsible for maintenance of records; access by other persons; policy for review and expunging of records.
- Categories of information designated as directory information pursuant to EC 49073.
- When a student moves to a new district, records will be forwarded upon the request of the new school district within 10 school days. At the time of transfer the parent (or eligible student) may review, receive a copy (at a reasonable fee), and/or challenge the records.
- Their right to file a complaint with the Family Policy Compliance Office in the U.S. Department of Education if they believe the school district is not in compliance with federal regulations regarding privacy.

A foster family agency with jurisdiction over a currently enrolled or former pupil, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver who has direct responsibility for the care of a pupil may access the current or most recent records of grades, transcripts, attendance, discipline, online communications on school platforms, any IEPs or Section 504 plans maintained by the responsible LEA of that pupil. The above referenced individuals may access the pupil records listed above solely for the purpose of monitoring the pupil's educational progress, updating and maintaining the pupil's education records as required by Welfare and Institutions Code section 16010, and to ensure the pupil has access to educational services, supports and activities, including enrolling the pupil in school, assisting the pupil with homework, class assignments, and college and scholarship applications, and enrolling the pupil in extracurricular activities, tutoring and other after school or summer enrichment programs.

Parents and eligible students may request to inspect and review student education records by submitting a written request to the Executive Director or the Custodian of Records. The request should identify the records the parent or eligible student wishes to inspect. Darnall Charter School will provide access to the requested records within five business days of receiving the request, in accordance with California Education Code Section 49069 and applicable law. Parents and eligible students may request copies of student records. Copies will be provided at a reasonable cost per page, except when applicable law requires that copies be provided without charge. Parents and eligible students may also request that the school amend records they believe are inaccurate or misleading and may request a hearing if the school declines to amend the records.

"Student Records" do not include:

- Instructional, supervisory or administrative notes by Darnall Charter School staff that are made only for that staff member or his/her substitute.
- Records of a law enforcement unit that were created for use by the law enforcement unit.
- Employee records made for personnel use.
- Records of a doctor, psychologist, psychiatrist or other treatment provider and/or assistant regarding a student who is 18 or older or who is attending a postsecondary educational institution. In this case, "treatment" does not include remedial instructional measures.

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Darnall Charter School to comply with the requirements of FERPA. Complaints may be submitted to:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Additional information about FERPA and the complaint process is available from the U.S. Department of Education.

HEALTH AND WELLNESS

Access to Gender Neutral Bathroom

In accordance with California Education Code § 221.8 and § 221.9, which require schools to provide safe, accessible, and inclusive restroom facilities for all students, Darnall Charter School has designated an all-gender restroom on campus. This restroom is available to any student who prefers or needs a gender-neutral facility. The all-gender restroom is intended to ensure privacy, safety, and dignity for all students, including transgender, non-binary, and gender-expansive students. It is maintained to the same standards and supervision/security as other restrooms on campus and is available throughout the school day. If you have questions about the all-gender restroom or the school's policies regarding restroom access, please contact the school office.

Access to Student Mental Health Services (EC 49428)

Darnall Charter School shall notify pupils and parents or guardians of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both, as required by California Education Code Section 49428. To notify parents or guardians, the Charter School shall use at least two of the following methods:

- Distribute the information in a letter (electronic or hardcopy)
- Include the information in the annual parent notification
- Post the information on the school's Internet Web site or page

To notify pupils, a school shall use at least two of the following methods:

- Distribute the information in a document or school publication
- Include the information in pupil orientation materials or in a pupil handbook at the beginning of the year
- Post the information on the school's Internet Web site or page.

Parents and guardians may initiate access to available student mental health services by contacting the school office or the designated school mental health services contact.

Mental Health Support Information can be found online at Mental Support Services.

Individualized Instruction for Students Unable to Attend School

A student who is unable to attend school because of a temporary disability may be eligible for individualized instruction at home, in a hospital, or in another appropriate setting, as provided by California Education Code Section 48206.3. Parents and guardians who believe their child may be eligible for individualized instruction should contact the Executive Director or school office as soon as possible. The school will review the request and determine eligibility and appropriate services in accordance with applicable law.

Concussion and Head Injuries (EC 49475; 49476; H&SC 124235)

Pursuant to the athletic programs offered by Darnall Charter School, (apart from athletic activity during the regular school day or as part of a physical education course) the Charter School will provide each student athlete's parent and guardian with a "concussion and head injury" information sheet. The sheet shall be signed and returned by the athlete's parent or guardian before the athlete may participate in practice or competition.

A concussion is a kind of brain injury. It can be caused by a bump or hit to the head, or by a blow to another part of the body with the force that shakes the head. Concussions can appear in any sport, and can look differently in each person. Most concussions get better with rest and over 90% of athletes fully recover. However, all concussions should be considered serious. If not recognized and managed the right way, they may result in problems including brain damage and even death.

Most concussions occur without being knocked out. Signs and symptoms of concussion may show up right after the injury or can take hours to appear. Even though a traditional brain scan (e.g., MRI or CT) may be "normal", the brain has still been injured. If an athlete suffers another concussion before completely recovering from the first one, this can lead to prolonged recovery (weeks to months), or even to severe brain swelling (Second Impact Syndrome) with devastating consequences. There is an increasing concern that head impact exposure and recurrent concussions may contribute to long-term neurological problems. One goal of concussion education is to prevent a too early return to play so that serious brain damage can be prevented.

An athlete who is suspected of sustaining a concussion or head injury in an athletic activity shall be immediately removed from the athletic activity for the remainder of the day, and shall not be permitted to return to the athletic activity until the athlete is evaluated by and receives written clearance to return to the athletic activity from a licensed health care provider. If the licensed health care provider determines that the athlete sustained a concussion or a head injury, the athlete shall also complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider.

Signs observed by teammates, parents and coaches include:

- Looks dizzy, spaced out

- Confused about plays, forgets plays
- Unsure of game, score, or opponent
- Moves clumsily or awkwardly
- Answers questions slowly
- Slurred speech
- Shows a change in personality or way of acting
- Can't recall events before or after the injury
- Seizures or "has a fit"
- Any change in typical behavior or personality
- Passes out

Symptoms may include one or more of the following:

- Headaches, "Pressure in head"
- Nausea or throws up, Neck pain
- Has trouble standing or walking
- Blurred, double, or fuzzy vision
- Bothered by light or noise
- Feeling sluggish or slowed down
- Feeling foggy or groggy
- Drowsiness
- Change in sleep patterns
- Loss of memory
- "Don't feel right"
- Tired or low energy
- Sadness
- Nervousness or feeling on edge
- Irritability
- More emotional
- Confused
- Concentration or memory problems
- Repeating the same question/comment

Darnall Charter School will provide each student athlete's parent or guardian with a concussion and head injury information sheet before the student participates in an athletic activity covered by California law. The parent or guardian and student athlete must review and sign the information sheet before the student participates in practice or competition, as required by law.

Dangers of Synthetic Drugs (Education Code 48985.5)

Fentanyl is a major contributor to drug overdoses in California, including among youth. Fentanyl is an extremely potent and dangerous synthetic opioid like heroin and morphine and is laboratory

engineered to be 50 times stronger than heroin. This means even small amounts can lead to a fatal overdose. Fentanyl is powerful and difficult to detect.

People who make or sell drugs sometimes add small amounts of fentanyl or other substances in ways that are not noticeable to the user. Fentanyl is now commonly present in counterfeit pills sold on the internet posing as prescription medications such as Oxycodone, Xanax, Percocet, Vicodin, and Adderall. Fake prescription pills are easily accessible and often sold on social media and e-commerce sites to anyone with a smartphone, including minors.

Fentanyl misuse may result in intense, short term high; temporary feelings of euphoria, slowed respiration and reduced blood pressure, nausea, fainting, seizures, or death. Methamphetamine misuse may result in agitation, increased heart rate and blood pressure, increased respiration and body temperature, anxiety, and paranoia. High doses can cause convulsions, cardiovascular collapse, stroke, or death. The presence of a triad of symptoms such as coma, pinpoint pupils and respiratory depression are strongly suggestive of opioid poisoning.

With a fentanyl poisoned drug supply, avoiding drug use is the surest way to prevent an overdose. The only safe medications come from licensed and accredited medical professionals. More information can be found at the following link for California Department of Public Health: https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Fentanyl.aspx.

Epi-Pen Notification

In accordance with California Education Code §§ 49414 and 49423, the school maintains emergency epinephrine auto-injectors (EpiPens) onsite and trains designated staff to recognize and respond to symptoms of anaphylaxis. If an EpiPen is used for your child during the school day or at a school-sponsored activity, staff will immediately contact 911 and notify you as soon as possible. If your child has a prescribed EpiPen, families must provide annual written authorization from a healthcare provider along with a parent/guardian consent form to allow the child to carry and/or use the medication at school. These forms must be renewed each year or whenever the prescription changes. Families of students with severe allergies are encouraged to contact the school office to ensure an emergency care plan is on file.

Excused Absences (Education Code Section 48205)

According the law, your child will be excused for an absence when it is

1. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.

4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
5. For the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
7. For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the school's administration pursuant to uniform standards established by the governing board of the school district. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
8. For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
9. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
10. For the purpose of participating in a cultural ceremony or event.
11. For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence. A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year. A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
12. For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident. a. To access services from a victim services organization or agency. b. To access grief support services. c. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation. d. Any absences beyond three days for the reasons described in

subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.

Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260. A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence. For purposes of excused absences, attendance at religious retreats shall not exceed one school day per semester. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

For purposes of this section, the following definitions apply:

1. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
2. "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.
3. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
4. "Victim services organization or agency" has the same meaning as defined in paragraph (7) of subdivision (g) of Section 230.1 of the Labor Code.

No pupil shall have his/her grade reduced or lose academic credit for any excused absence pursuant to EC 48205 for missed assignments/tests that can reasonably be provided/completed.

Firearm Safety and Storage (Education Code Section 48986)

Parents and legal guardians of all students at Darnall Charter School have responsibilities for keeping firearms out of the hands of children as required by California law. Seventy-four percent of children know where their parents' firearms are stored, and 60 percent report that they have handled them . Sadly, over 80 percent of teens who have died by suicide used a firearm that belonged to someone in their home . These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby does one of the following:
    - Causes death or injury to the child or any other person.
    - Carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance
    - Unlawfully brandishes the firearm to others.
- Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a child never actually accesses the firearm.

In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, having custody or control, owning, receiving, or purchasing a firearm for 10 years.

Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Free Access to Menstrual Products

Assembly Bill 367 requires California public schools to provide free pads and tampons in campus bathrooms. Providing free tampons and pads in school bathrooms/offices is not just a state mandate, it's as essential for menstruating students as providing free meals to all students. Similar to how toilet paper and paper towels are available in school bathrooms, now so will menstrual products.

HPV Immunization (Education Code 48980.4)

Pursuant to California Education Code Section 48980.4, parents and guardians of students admitted to or advancing to grade 6 are advised of California's public policy regarding human papillomavirus (HPV) immunization. Parents and guardians are advised to follow current HPV immunization guidelines recommended by the California Department of Public Health, in accordance with Health and Safety Code Section 120164, regarding full HPV immunization before admission or advancement to grade 8. For more information about HPV immunization, parents and guardians may contact their health care provider or consult the California Department of Public Health.

Immunizations (E.C. sections 49403, 48216 and 48853.5; Health and Safety Code sections 120335, 120370, 120372, 120372.05 and 120375; 17 CCR 6020, 6025, 6051, 6055 and 6070; 42 USC 11431)

In order to protect the health of all students and staff and to curtail the spread of infectious diseases, the Charter School cooperates with state and local public health agencies to encourage and facilitate immunization of all students against preventable diseases. Accordingly, parents must provide documentation of full immunization, in accordance with the age/grade and dose required by the California Department of Public Health (CDPH), against the following diseases:

- Polio.
- Diphtheria, tetanus, and pertussis.
- Measles, mumps, and rubella.
- Varicella.
- Hepatitis B, where required by applicable law.
- Any additional immunizations required by the California Department of Public Health.

Any first time newly admitted student who has not obtained the required immunization(s) within 10 school days following the parent/guardian's receipt of notice, must be excluded from school unless the student is exempt from immunization for medical reasons. A medical exemption requires a written statement from a licensed physician to the effect that the physical condition or the medical circumstances of the child are such that immunization is not safe.

A student may be exempt from a required immunization for medical reasons only when the exemption meets applicable California law. Medical exemptions must be submitted using the standardized form developed by the California Department of Public Health and transmitted through the California Immunization Registry, as required by law. The exemption must include the medical information required by the California Department of Public Health.

Personal belief exemptions are not available for new school enrollment in California. Any exemption issued before January 1, 2016, is subject to the limitations established by California law.

A temporary exemption cannot exceed one year, and all medical exemptions cannot extend beyond the grade span. If a student's medical exemption is revoked by CDPH on the basis that the exemption does not meet applicable criteria for medical exemptions, the student shall continue in attendance and, within 30 calendar days of the revocation, commence the immunization schedule required for conditional admittance. The student's parent/guardian may appeal a revocation to the Secretary of California Health and Human Services. If a revocation is appealed, the student may continue in attendance and cannot be required to commence the immunization schedule required for conditional admittance provided the appeal is filed within 30 calendar days of the revocation.

If it is determined, however, that a child has been exposed to one of the 10 diseases named in the immunization requirements and does not have proof of immunization, the child may be temporarily kept out of school. A student may also be exempt from the state immunization requirements if the student is enrolled in an independent study program pursuant to Education Code sections 51745-51749.6 and does not receive any classroom-based instruction. The "personal beliefs" exemption to the immunization requirements requires that parents submit a letter stating that they object to immunizations based on their personal beliefs and that letter must have been submitted no later than January 1, 2016. As most newly enrolling students were not born by January 1, 2016, this exemption is not available to them.

Opioid Factsheet

Darnall shall annually give the Opioid Factsheet for Patients, published by the Centers for Disease Control and Prevention to each athlete, which is accessible in the front office and by clicking here: https://www.cdc.gov/overdose-prevention/prevention/.

The athlete and the athlete's parents or guardian shall sign the document acknowledging receipt of the factsheet and return it to the Athletic Director before the athlete initiates practice or competition. A youth sports organization must follow specified protocols with respect to concussions and other head injuries. Any amateur sports competitions, training, camps, or clubs in which persons 17 years of age or younger participate must follow concussion and other head injury protocols. If an athlete who is 17 years of age or younger has been removed from athletic activity due to a suspected concussion or due to fainting or another suspected cardiac condition, the youth sports organization shall notify a parent or guardian of that athlete of the time and date of the injury, the symptoms observed, and any treatment provided to that athlete for the injury.

Pupil Nutrition/Notice of Free Meals (E.C. sections 42 USC 1758 and 1773)

A school district, Charter School, or County Superintendent of School maintaining transitional kindergarten or any of grades 1 to 12, inclusive, shall provide two school meals free of charge during each school day to any pupil who requests a meal without consideration of the pupil's

eligibility for a federally funded free or reduced-priced meals, with a maximum of one free meal for each meal service period.

Seizure Safe Schools Act (Assembly Bill 1810)

The new law authorizes LEAs to allow school nurses and trained, non-medical employees and volunteers, to administer emergency anti-seizure medication for students diagnosed with seizures, a seizure disorder, or epilepsy, if the student is suffering from a seizure. School health staff are permitted to administer anti-seizure medication, and trained volunteers may do so when health staff is unavailable.

Sudden Cardiac Arrest (EC 33479.3)

Sudden Cardiac Arrest (SCA) is not a heart attack. It's an abnormality in the heart's electrical system that abruptly stops the heartbeat. It's caused by an undetected congenital or genetic heart condition. If not properly treated within minutes, SCA is fatal in 92% of cases. SCA is the #1 killer of student athletes. Up to 72% of SCA are preceded by symptoms, which often go unrecognized, which is why parents and student-athletes thoughtfully completing sports clearance packets and health history forms together is so critical. SCA is also the leading cause of death on school campuses, with 1 in 300 youth having an undetected heart condition that puts them at risk for SCA.

Although SCA happens unexpectedly, some people may have signs or symptoms, such as:

- Fainting (#1 symptom of a potential heart condition).
- Chest pain.
- Shortness of breath.
- Racing or fluttering of heartbeat (palpitation).
- Dizziness or lightheadedness.
- Extreme fatigue (tiredness).

These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. SCA can be prevented if the underlying causes can be diagnosed and treated.

Coaches have the authority to remove from play a student who exhibits fainting, and potentially for other conditions if they are believed to be cardiac-related. Student-athletes must be evaluated and cleared by a physician, surgeon, nurse practitioner, or physician's assistant to return to play. Student-athletes and parents are required to review and sign an SCA Information Sheet as part of their annual sports packet.

Suicide Prevention (EC 215)

The governing board or body of a local educational agency that serves pupils shall adopt a policy on pupil suicide prevention. The age appropriate policy shall be developed in consultation with school and community stakeholders, the county mental health plan, school-employed mental health professionals, and suicide prevention experts. The policy shall also, at minimum, address procedures relating to suicide prevention, intervention, and postvention. The policy should address needs of high-risk student groups. The definition of high-risk groups includes (but not be limited to):

- Students bereaved by suicide.
- Students with disabilities, mental health disorders, or substance abuse disorders.
- Homeless youth or in out-of-home settings, such as foster care.
- LGBTQ students.

For more information see Board Policy #5008

Type 1 Diabetes (E.C. section 49452.6)

Type 1 Diabetes Information Pursuant to California Education Code Section 49452.6 is for local educational agencies to provide to parents and guardians of incoming elementary school students beginning January 1, 2023. Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease. Type 1 diabetes usually develops in children and young adults but can occur at any age According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively. The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life. Type 1 diabetes affects insulin production. The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.

- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider. Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes,

including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate

- Increased thirst
- Increased urination, including bed-wetting after toilet training • Increased hunger, even after eating • Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes.

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

Type 2 Diabetes (EC 49452.7)

California Education Code Section 49452.7 requires local educational agencies to provide parents and guardians of students with information regarding Type 2 Diabetes. Type 2 Diabetes is a condition that affects the way the body uses glucose. It can occur in children and adolescents. Risk factors may include family history, physical inactivity, and other factors identified by health care professionals. Parents and guardians should consult their child's health care provider if they have concerns about their child's health or risk of developing Type 2 Diabetes. A health care provider can determine whether screening is appropriate. Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease.

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test**. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test**. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- **Fasting blood sugar test**. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test**. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

STUDENT DISCIPLINE

Aiding or Abetting (EC 48900)

Aiding or abetting, as defined in section 31 of the Penal Code, in the infliction or attempted infliction of physical injury to another person, is prohibited. For further information and the complete policy see Pupil Suspension and Expulsion Board Policy #5007.

Discipline of a Disabled Student Who Is Eligible for Special Education Pursuant to IDEA or Section 504 (E.C. section 48915.5 and 20 USC 1415(k))

Federal law governs the authority of school districts and charter schools to suspend and expel disabled children from school. If the misconduct is a manifestation of the student's disability, after 10 days of suspension, the student must be returned to the pre-suspension placement unless his/her IEP team and parents agree otherwise. A disabled student may not be expelled for misconduct which is a manifestation of the student's disability. The rules governing the discipline of students with disabilities are more fully explained in Pupil Suspension and Expulsion Board Policy #5007.

Grounds for Suspension and Expulsion (EC35291, EC48900)

Darnall Charter School believes that maintaining a safe and secure learning environment is crucial to student success. This is achieved when the school promotes a culture of responsibility, respect, and integrity, recognizes and rewards responsible student behavior, assures that all students have at least one adult on campus who knows them well, and implements fair and consistent discipline practices. These discipline practices may include but are not limited to a referral, phone call home, lunch or after-school detention, parent/guardian conference, alternate class placement with another teacher, mediation, loss of privileges, and as a last resort, suspension or expulsion.

This Board Policy on Pupil Suspension and Expulsion ("Policy") has been established in order to promote learning and protect the safety and well-being of all students. When this Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. However, Darnall Charter School will first attempt to correct a student's specific misbehavior through means of correction other than punitive measures such as suspension and expulsion. To this end, the Executive Director or administrative designee may use discretion to provide alternatives to suspension or expulsion that are age-appropriate and designed to address and correct the student's specific misbehavior.

Darnall Charter School will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 ("ADA"), and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Darnall Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. A student identified as an individual with disabilities or for whom Darnall Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students, except when federal and state law mandates additional or different procedures.

If the Executive Director or designee determines that a student committed one or more of the offenses listed below, and/or any other offense identified in Education Code section 48900, the student may be suspended.

Suspendable Offenses Include:

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the Executive Director or designee's written concurrence.
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants, and narcotic drugs), alcoholic beverage or intoxicant of any kind. Pupils who voluntarily disclose their use of a controlled substance, alcohol, tobacco or nicotine products, or an intoxicant of any kind in order to seek help through services or support shall not be suspended solely for that disclosure.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property (as used in this policy, "school property" includes but is not limited to electronic files and databases).
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, and e-cigarettes, whether or not they contain tobacco. This does not prohibit the use or possession by a student of his or her own prescription products. Pupils who voluntarily disclose their use of a controlled

substance, alcohol, tobacco or nicotine products, or an intoxicant of any kind in order to seek help through services or support shall not be suspended solely for that disclosure.

- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, 289, or former section 288a, or committed a sexual battery as defined in Penal Code section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. "Hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective student. "Hazing" does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying, meaning any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in Education Code sections 48900.2, 48900.3, or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
    - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - Causing a reasonable student to experience substantial interference with his or her academic performance.
    - Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.
- Made terrorist threats against school officials and/or school property.
- Committed sexual harassment as defined in Education Code section 212.5. The conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code section 233(e), applying only to students enrolled in grades 4 through 8, inclusive.
- Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.

For further information and the complete policy see Pupil Suspension and Expulsion Board Policy #5007.

Harassment, Intimidation or Threats (EC 48900)

A pupil enrolled in any of grades 4 to 8, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

Hate Violence (EC 48900.3)

A pupil in any of grades 4 to 8, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, or threatened to cause, or participated in an act of, hate violence, as defined in EC 233(e).

Law Enforcement Notification (E.C. section 48902)

Education Code requires that school administration notify law enforcement in cases of student misbehavior involving:

- Assault with a deadly weapon or other instrument.
- Assault by means of force likely to produce serious bodily injury.
- Use, possession or sale of drugs and alcohol.
- Arranging for the sale of a substance represented to be drugs or alcohol.
- Possession of a firearm within a school zone.
- Possession of other weapons such as dirks or daggers at school.

- Possession or furnishing of a firearm or an explosive at school.

Release of a Student to a Peace Officer (E.C. section 48906)

If a school official releases a student from school to a peace officer for the purpose of removing a student from the school premises, the school official will take immediate steps to notify the parent/guardian or a responsible relative of the student, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent/guardian or responsible relative that the child is in custody and the place where the child is being held, unless the child would be endangered by disclosure of this information.

Student Searches (New Jersey v. T.L.O. (1985) 469 U.S. 325)

A warrant or probable cause is not necessary for searches of students by school officials and the level of suspicion to justify the search need not rise to the level of probable cause. Rather, such a search by school officials must be:

- Justified in its inception - it must be reasonable to suspect the items searched contain evidence of prohibited conduct
- Reasonably related in scope to the circumstances which justified the search in the first place. That is, the measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Terroristic Threats Against School Officials, School Property, or Both (EC 48900.7)

A pupil may be suspended from school or recommended for expulsion if the administration of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both. A "terroristic threat" includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

SCHOOL SAFETY

Asbestos

Darnall Charter School utilizes the asbestos management plan from the San Diego Unified School District, as the school is located on a district-owned facility. The plan is available for inspection in the front office during normal business hours.

Child Abuse Prevention and Reporting (EC 48987)

California law requires mandated reporters to report suspected child abuse or neglect to an appropriate government agency when they have reasonable suspicion that a child has been abused or neglected. Darnall Charter School employees, volunteers, board members, and contracted service providers who are mandated reporters must comply with all applicable child abuse and neglect reporting requirements.

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect. Reasonable suspicion does not require certainty that child abuse or neglect has occurred.

Reports may be made to an appropriate local law enforcement agency or the county child welfare agency, as required by law. Parents and guardians may also report suspected child abuse or neglect directly to the appropriate government agency.

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (i.e., Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

Parents of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with the local law enforcement agency; parents may also notify the school of an incident by contacting the school's administrative personnel.

Dress Code and School Uniforms

Information regarding the school's dress code can be found online at www.darnallcharter.org and by clicking on the student dress code link on the school’s webpage. The Family and Student

Handbook also contains information about the dress code and is also distributed to students and families annually during parent/guardian-teacher conferences. All students must adhere to Darnall Charter School's dress code. Please ensure that students wear clothing that adheres to the following guidelines:

Tops
Shirts/tops must fully cover the entire midriff, lower back, and chest. Lowcut, cropped, or otherwise revealing tops are not permitted. Clothing must not be excessively large/baggy or skin-tight. Pajamas and pajama tops are not permitted. Tank tops and tops with spaghetti straps are not permitted. Undergarments may not be visible, including underneath see-through clothing. Clothing must not contain any drug, alcohol, gang, or violence related images, graphics, or wording. Clothing must be in good repair without rips or tears that show skin underneath them. All clothing must be school appropriate.

Bottoms
Pants and shorts may not sag or be excessively baggy. Shorts and bottoms may not fall lower than two inches below the kneecap. Shorts, skirts, and bottoms must be no more than two inches above the kneecap. Clothing must not be excessively large or excessively tight. Pajamas or pajama bottoms are not permitted. Sweatpants and sweatshorts, including pants and shorts made of sweatshirt or fleece material are not permitted. Clothing must be in good repair without rips or tears that show skin underneath them. Clothing must fully cover undergarments. Undergarments may not be visible due to sagging pants or shorts or through see-through/sheer clothing.

Hair and Jewelry

No headgear. Hats, beanies, durags, bandanas, or other head wear is not permitted on campus. Exceptions will be made for required religious and medical head coverings.

Scarves are not permitted.

Sunglasses may only be worn outside and must be removed inside all rooms and buildings.

Gloves and mittens may only be worn outside during the months of November through February, and must be removed inside all rooms and buildings. Athletic and baseball gloves are not permitted.

Wallet chains or hanging accessories are not permitted.

Clothing that obstructs or covers the face or head is not permitted.

Spiked jewelry or jewelry that creates a safety concern is not permitted.

Visible tattoos, including temporary tattoos, are not permitted.

Outerwear
Blankets are not permitted on campus. Hoods, except for outdoors on rainy days, are not permitted. Hoods must be taken off indoors and when it is not actively raining. Outerwear that obstructs or covers the face or head is not permitted.

Shoes and Socks
Footwear must be closed toe and closed heel. Sandals, flip flops, and open-toe shoes are not permitted. Backless shoes or slip-ons are not permitted. Crocs and foam shoes are not permitted. Slippers and slipper style shoes, whether they have soft or hard soles, are not permitted.

Violent Images on Apparel: Darnall Charter School prohibits clothing or accessories displaying images of violence, weapons, knives, or other violent or graphic content that is not appropriate for a school setting, including imagery associated with Rated R movies or other adult media.

Gang-Related Apparel: Darnall Charter School prohibits the wearing of gang-related apparel. For purposes of this policy, “gang-related apparel” is defined as clothing, accessories, or symbols

that reasonably could be determined to threaten the health and safety of the school environment. Any determination that certain apparel is gang-related will be based on facts and circumstances that support this reasonable conclusion.

Employee Interaction with Students

The Darnall Charter School Board Policy on professional adult/student boundaries and details of the professional standards to which all employees are held can be found online at www.darnallcharter.org. For the complete policy, see Board Policy #5016 Professional Boundaries and Safe Learning Environments.

Human Trafficking Prevention Resources (EC 49381)

All school personnel will receive training on human trafficking awareness and identification as required by Education Code Section 51950. This training will include:

- Initial Training for all new employees within 60 days of hire.
- Annual Refresher Training for all staff members.
- Specialized Training for personnel who may serve on multidisciplinary teams.
- Documentation of all training completion in personnel files.

The Human Trafficking policy will be implemented through staff notification of policy requirements and procedures, and integration with existing child abuse reporting and student safety protocols. The school will monitor compliance through annual policy review and updates as needed, training completion tracking, and incident reporting and follow-up procedures as necessary.

For more information, see Darnall Charter School's Board Policy #5005 on Human Trafficking Prevention.

Pesticides (EC 17611.5, 17612, 48980.3, 17610.5)

The names of all pesticide products expected to be applied at the school facilities during the year are listed here:

- Temprid FX: 0.075%
- CY-KICKS CS: 0.05%
- NIBOR-D: 98%
- Zone Defense: 64%
- ABATHOR: 0.11%
- NIBAN: 5.0%

Persons wishing to be notified in advance of individual pesticide applications may register with Darnall Charter School in the front office for that purpose. Parents who have requested notification must be notified by the school facility at least 72 hours before an application. Additional information on pesticides is made available by the Department of Pesticide Regulation at www.cdpr.ca.gov.

Sex Offender Notification and Megan's Law (Penal Code 290)

Information about registered sex offenders in California and how to protect their families can be found at http://meganslaw.ca.gov/.

Transportation Safety Plan

Education Code 39800.1 and 41850.1 require charter schools that provide transportation to or from school or a school activity to prepare a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of pupils. Darnall's transportation safety plan is as follows:

Darnall Charter School may provide transportation to and from school activities. Therefore, it adopts the following procedures for School personnel to follow to ensure the safe transport of pupils.

When a school's school bus is stopped on a highway or private road for the purpose of loading or unloading pupils, at a location where traffic is not controlled by a traffic officer or official traffic control signal, the school bus driver shall escort all pupils who need to cross the highway or private road upon which the school bus is stopped. The driver shall use an approved hand-held "STOP" sign while escorting all pupils.

On approach to a school bus stop where pupils are loading or unloading from a school bus, the school bus driver shall activate the hazard lights on the vehicle beginning 200 feet before the school bus stop. The hazard lights shall operate at all times when the vehicle is stopped for the purpose of loading or unloading pupils. The hazard lights shall remain on until all pupils are on board the vehicle and the doors are closed. Pupils will only be allowed to exit or enter the vehicle once the bus driver has determined that it is safe to do so.

Students shall load or unload the school bus or vehicle at stops designated by the school's administration for school trip activities. Students who need to cross the roadway upon which the school bus or vehicle has stopped must walk in front of the school bus or vehicle as they cross. Before the driver may set the school bus or vehicle back into motion, the driver must ensure that all pupils who have crossed the roadway have done so safely and that all other pupils and pedestrians are at a safe distance from the school bus or vehicle.

Students boarding and exiting a school bus or vehicle must do so in an orderly manner. The driver must ensure that all pupils have taken a seat in the school bus or vehicle before setting the school bus or vehicle in motion. The driver of the school bus or vehicle shall not exit the school bus or vehicle until he/she has visually inspected each seating row of the school bus or vehicle to ensure that no pupil is left unattended on the school bus or vehicle.

The school is committed to ensuring supervision of its students by an adult at all times. For each type of use of the school pupil activity bus, the school's administration will determine how many and what kinds of chaperones are needed, recognizing that a higher number of chaperones will be required for more hazardous activities.

The school will base the number of chaperones on an evaluation considering the number of students, age, and maturity of the students, and the types of activities involved. There should be a minimum of one adult chaperone for every 10 students in grades TK-5 and two adult chaperones for every 20 students in grades 6 - 12.

QUICK REFERENCE CONTACTS

Main Office: (619) 582-1822
Website: www.darnallcharter.org

Executive Director: Anne Mathews, amathews@darnallcharter.org

- Section 504 Coordinator
- Homeless Liaison
- Foster Youth Liaison
- Special Education Compliance

Associate Director: Brian Rainey, brainey@darnallcharter.org

- Title IX Compliance
- UCP Officer

School Psychologist: Tania Kim, tcastrokim@darnallcharter.org

- Special Education Services
- Neurodiversity Support

Personnel and Human Resource Questions: personnel@darnallcharter.org

2026-2027 Calendar (including non-instructional days and minimum days)

STUD 180	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	Total Days	Cumulative Days
July					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
																																						0	0
August	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
					X	X	X			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X			X							19	19
September				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
				X	X	X					X	X	X	X			X	X	X	X	X			X	X	X	X	X			X	X	X					20	39
October						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
						X					X	X	X	X			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X			20	59
November		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
			X	X	X	X	X			X	X		X	X			X	X	X	X	X										X							15	74
December				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
				X	X	X	X			X	X	X	X	X			X	X	X	X	X																	14	88
January							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
											X	X	X	X			X	X	X	X	X				X	X	X	X			X	X	X	X	X			18	106
February			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28									
			X	X	X	X	X			X	X	X	X											X	X	X	X	X										14	120
March			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X																	15	135
April						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
										X	X	X	X	X			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X			20	155
May	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
			X	X	X	X				X	X	X	X	X			X	X	X	X	X			X	X	X	X	X										19	174
June				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
				X	X	X	X			X	X																											6	180

1st/Last day of school (minimum days)
Instructional Day (X)
Student Mininimum Day
Professional Development: Non Instructional Day
Non Instructional Day
Holidays